

LANGUAGE FOCUS AREA: PERSUADING

☐ 1st Phase

School:	Student:	Date:
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STAGE OF SCHOOLING:	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Recognises that a point of view is being expressed. 2.1
- ☐ Uses voice to emphasise point of view. 2.1
- ☐ Follows reasons for everyday routines, e.g. wearing a hat in the playground. 2.1
- ☐ Indicates understanding of elements of different speakers' viewpoints through non-verbal signals. 2.1
- ☐ Recognises that some words, gestures and intonations may be inappropriate or unsuitable in certain contexts. 2.2
- ☐ Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad. 2.3
- ☐ Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture. 2.4

- ☐ Begins to take turns in a discussion. 3.1
- ☐ Questions speaker to determine reason for opinion. 3.3
- ☐ Asks and answers why/because questions requiring justification or explanation 3.3
- ☐ Practises pronunciation and phrasing to improve oral fluency. 3.4

- ☐ Responds to a topic by contributing ideas or comments within own experience. 4.1
- ☐ Gives simple reasons for opinions 4.1
- ☐ Follows the flow of an argument by taking turns in a class discussion, e.g. makes relevant contribution at an appropriate time. 4.2
- ☐ Employs a small range of vocabulary to convey shades of meaning (good, fine, terrific, wonderful, etc.) 4.3

- ☐ Distinguishes fact and opinion 5.1
- ☐ Elaborates reasons to justify a point of view 5.1
- ☐ Expands on others' ideas. 5.1
- ☐ Uses simple conditionals to develop arguments. 5.3
- ☐ Clarifies arguments by repeating, rephrasing or exemplifying. 5.4
- ☐ Identifies conflicting arguments. 6.1
- ☐ Identifies and responds to arguments at normal speed. 6.1
- ☐ Uses suitable language to engage listeners' attention when beginning to speak 6.2
- ☐ Uses modals to support argument. 6.3
- ☐ Compares and contrasts objectivity of different speakers. 6.4